

Alarmed at the growing unemployment among the educated youths in the State, Kammalas were loath to send their children to schools. The fear of unemployment was detrimental to the progress of education among the Kammalas. The remedy lay in encouraging qualified Kammalas by appointments under Government. Instructions should be issued to the officers concerned in the matter. The member then read out a list of persons belonging to his community who had passed the E. S. L. C., and the V. S. L. C. examinations, the *Vidvan* Test and the Technical examinations in drawing.

DEWAN'S REPLY: Mr. Nilakantan Asari, the first point of your representation is the establishment of night-schools for small boys of your community. As you know, the arrangement exists for night-schools for adults. But, in the case of small boys, I quite agree with the Director that it will be a cruel thing to call upon children to study at night, as they cannot have too much of sleep. Therefore I am not in favour of night-schools for boys who are working during the day.

Though I do not agree with you there, I find myself in complete agreement with you on your suggestion about associating a committee of *Asaries* with the authorities of the Quilon Carpentry School. I have already, after your conversation with me the other day, spoken to the Director of Industries, and he will submit proposals immediately for constituting a committee such as you advise. I think it will be helpful in determining the course of studies and the syllabus of teaching to be followed and the direction in which their teaching should go.

In particular I am interested in what you said about the pupils in the Carpentry School being instructed only in the ways of manufacturing western types of furniture such as chairs and tables. The boys who leave the Carpentry School should also know how to work and make things required for the people of the country quite apart from western models and in that direction it would be well, as you suggest, if they could be instructed in building construction as it is understood and practised in this country, more particularly in temple architecture. The Director is taking steps to discover suitable men who will form the instructors in the subject and also will endeavour to collect the literature that may be found available on the subject.

The other points referred to will be dealt with in due course.

80. Education of the Pulayas.

MR. AIYAN KALI (*Member, Nominated*) in thanking the Government for the several concessions granted to the Pulayas in the matter of education, represented that there was a great disability which the Pulaya pupils were suffering from *viz.*, their inability to have noonday meals. The necessity for providing noonday meals had been urged upon the Government at previous sessions of the Assembly but the Government remained unredressed. There was need therefore for repeating the prayer. The member wanted that provision should be made only at the rate of one chack All for rice and one cash for salt for each Pulaya pupil.

Secondly, there were about 15 Pulayas, both males and females, who passed the E. S. L. C. Examination but who were without employment for the past three years. They were not also fit to pursue their usual occupations. If these youths completed the 25th year of age, they would not be eligible for employment in public service. They should, therefore, be entertained at an early date in the Education Department which had always been treating the community with justice and kindness.

Lastly, in every department, except the Devaswom Department, a peon should be recruited from among the Pulayas. Further, one peon might be appointed in each Taluk Office. If there was shortage of vacancies in any of the Taluk Offices the deficiency might be made up by appointing Pulaya peons in Munsiffs' Courts.

DEWAN'S REPLY: Mr. Aiyam Kali, some time ago you asked me to arrange this mid-day meal for Pulaya school-children. I then asked the Director whether he could arrange for a local committee who will undertake the distribution of the mid-day meal if the Government place a lump sum at his disposal every year for your

purpose. The Director found great difficulty in arranging these committees. But now he thinks it will be possible to accept your suggestion and make the money over to the headmaster of each school to provide each Pulaya boy or girl with one chackram for rice and one cash for salt. It may not be possible to give them cooked food. But it may be possible to give them a light meal of some sort.

As regards the employment of the 15 Pulaya boys and girls who have passed the Vernacular School Final Examination, the Director feels it a very great compliment when you said that in the Education Department they are treated kindly and properly when they are employed there. He assures he will try his best to employ as many more as possible.

There is one more point, viz., the employment of one Pulaya as peon in each of the 30 Taluk Cutcheries, or, in the alternative, if there is shortage in any of the Taluk Cutcheries to make up the deficiency by appointing them in Munsiffs' Courts. That is a matter which I shall ask the Chief Secretary to take up and consider and see if it could be worked up.

81. Government and Sanskrit.

MR. M. K. GOVINDAN (*Member, Municipal Council, Alwaye*) spoke about the importance of the Sanskrit language. The progress of the Indian nation depended on its glorious past. The ancient books on politics, economics, religion, Ayurveda and other subjects, so essential for such progress, were all written in Sanskrit and a knowledge of that language was therefore indispensable. Taking Ayurveda alone, the member said that its importance and usefulness were increasing day by day, because the Ayurvedic system of treatment was most adapted to the Indian climate. But, for a complete study of that subject, a knowledge of Sanskrit was absolutely necessary. The Government were therefore bound, at least in the interests of the health of the people, to encourage Sanskrit Schools and the study of Sanskrit.

A second reason for the encouragement of the Sanskrit study lay in the importance proposed to be given to the study of vernaculars in the college classes by the University authorities. The time had therefore come for developing the Malayalam language. For such development, Sanskrit was essential, because the Malayalam language and literature were modelled on the Sanskrit language and literature. Sanskrit should be prescribed as a compulsory subject for the Vernacular Higher Examination. Vernacular School teachers who passed such an examination would be better able to teach Malayalam.

As a result of representations made at successive sessions of the Assembly, the Government had, by opening the Sanskrit College to all castes, afforded to all the subjects of the State facilities for the study of Sanskrit. As a further step, they also recognised private Sanskrit Schools and resolved to award grants-in-aid. But the grants so awarded were too small to ensure the proper management of the schools. The grant awarded to a teacher in a Sanskrit School was only Rs. 7½ as in a Vernacular School. In the latter, however, a trained teacher was given a grant of Rs. 12. But there were no facilities for training teachers of Sanskrit Schools. Compared with the Vernacular School teachers, the teachers in Sanskrit Schools were more highly qualified. The managers were therefore finding it difficult to retain good teachers. They could not in fairness be expected to run the schools by spending money from their pockets, as they had already given the buildings and equipments, from philanthropic motives. The levy of fees from the pupils was not advisable at the early stages of Sanskrit education. The member therefore prayed that the grants-in-aid to Sanskrit Schools should be enhanced, as in the Presidencies of Madras, Bombay and Calcutta, where large amounts were being annually spent for the preservation and spread of ancient culture and learning.

As regards the principle on which the amount of grant to each school should be fixed, the member quoted the example followed in Cochin. There, the pay of a Vernacular School teacher was fixed at Rs. 15 and the grant to a teacher in a private school was given at 14 annas a rupee. Similarly in Travancore also, the pay of a teacher having certain specific qualifications should be fixed and the grant awarded should be at 14 annas a rupee on such pay.